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AUTHOR Levine, Elinor; Thompson, Donald
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ABSTRACT

This document presents a model curriculum for secondary school counselor education programs at the Master's level. Brief descriptions of data collection methods and development of the model program are given. The framework of the program is outlined including the core required courses: Introduction to School Counseling, Counseling Theory and Practice, Career and Educational Planning, Methods and Materials, Tests and Measurements, Non-Standardized Techniques for Human Appraisal, Management Skills in School Counseling, and a practicum. Specialty concentration areas provided in the program include counseling, career/vocational education, management, and theory. Recommended supplementary courses are also listed, as are expected learning outcomes for professional skill areas. The body of the document contains complete descriptive modules for all required courses in the program. Each module contains a goal statement, a set of enabling objectives, a list of resources and activities, and methods for evaluation. (WAS)

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The University of Connecticut

MODEL SECONDARY SCHOOL

COUNSELOR EDUCATION PROGRAM

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Prepared by:
Dr. Elinor Levine
Dr. Donald Thompson
STORRS, CONNECTICUT 06268
SCHOOL OF EDUCATION
Department of Higher, Technical and Adult Education

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MODEL SECONDARY SCHOOL COUNSELOR

EDUCATION PROGRAM

Introduction

Historically, the role of the school counselor has been primarily to foster positive psychosocial educational and goal oriented development in students. In doing so, the counselor has traditionally worked with students experiencing behavioral problems, issues related to career and educational decision-making, and personal/social adjustment. Over the years, in an era of increasing accountability and professionalism, the role of the counselor has expanded. Professional organizations and counselor training programs viewed program evaluation, research and consulting with teachers and parents, testing and career development activities to be a part of the counselor's purview.

Recent fiscal constraints have effected a decline in the number of school counselors employed by school districts in Connecticut and nationwide. Their role, as previously defined, has become increasingly difficult to fulfill. In addition, conflicting expectations by administrators, parents, counselor educators and counselors themselves lend confusion to the role and function of the school counselor. The future, it seems will find school counselors walking a delicate balance between shrinking resources and demands for high quality, wide-ranging services.

To prepare counselors for this challenge, the counselor education faculty of the University of Connecticut and the Connecticut State Department of Education cooperated in the development of the model curriculum contained in this document. Contending that counselor education programs need to be designed which consider input from constituents served by school counselors, a three-pronged approach was conceived. This process utilized

data from an advisory committee, a national survey of counselor education programs, and a statewide needs assessment in order to develop this model competency-based program.

Data Collection

An advisory committee, representing a variety of constituencies, was formed to consult on all phases of the project. This committee contributed to the development of the research instruments and provided feedback and recommendations for the model school counselor education curriculum.

A national survey of secondary school counselor education programs was conducted to determine the scope of preparation. Findings indicated that most of these programs are very similar in that their curricula are in compliance with ACES standards. A profile of the "typical" secondary school counselor education program was developed from the data and included the following courses: Theories of Counseling; Internship; Group Procedures in Counseling; Career Development; Counseling Techniques; Research and Evaluation; Foundations of Guidance; Testing and Measurement; Guidance in the Secondary School; and Consultation. Differences were noted in the theoretical foci of programs resulting in variation in course content and program length. Results also revealed a definite shift favoring competency-based programs. A greater number of programs are not competency-based compared to the number previously reported in other research. Also, many more respondents favored competency-based programs and believed such programs would be beneficial.

The third aspect of the approach was a state-wide needs assessment. A survey was conducted to ascertain the perceptions of administrators, counselors, parents and business people regarding the role and function of the school counselor. Overall, responses were congruent with the American School Counselor Association definition of desirable counselor roles and functions.

There were, however several noteworthy differences. Interestingly, research and consulting functions were de-emphasized by counselors and administrators (parents and business people were not asked to respond to these categories). In addition, there was a tendency for all groups to prefer individual rather than group services for personal and educational problems or concerns. Parents and the business community also valued educational problems or concerns. Parents and the business community also valued educational and vocational counseling more highly as a counselor function than personal counseling. Data from the needs assessment, national survey and advisory committee recommendations formed the basis for the development of this Masters level competency-based secondary school counselor education curriculum.

Development of the Model Program

The aim in developing this program was to provide students with a broad-based, flexible repertoire of skills while maintaining accountable, professional standards. Therefore, a framework consisting of required courses, required specialty concentrations and electives was proposed. The overall curriculum was completed through a five-phase process.

In the first phase the programmatic framework was fleshed out. An outline of the program is as follows:

A. Required Courses		Credits
I.	Introduction to School Counseling	3
II.	Counseling Theory and Practice 1 & 2	6
III.	Career and Educational Planning: Methods & Materials	6
IV.	Educational Tests and Measurements	3
V.	Non-Standardized Techniques for Human Appraisal	3
VI.	Management Skills in School Counseling	3
VII.	Practicum i School Counseling	6

B. Required Areas	Credits
I. Specialty Concentration	
2 electives in a Counseling, Career/Vocational Education, Management or Theoretical Specialty	6
II & III. 1 elective in each of 2 areas beside specialty	6
C. Electives	
2 courses of choice related to School Counseling	6
	48

The program is a total of 48 credits, thirty of which are core required courses. Included in this core are: Introduction to School Counseling; Counseling Theory and Practice 1 & 2; Career and Educational Planning; Methods and Materials; Tests and Measurements; Non-Standardized Techniques for Human Appraisal; Management Skills in School Counseling; and a Practicum.

In addition, students are required to select a specialty concentration from one of the following areas; A) Counseling; B) Career/Vocational Education; C) Management; or D) Theory. Within their chosen specialty, they are required to take six credits and an additional three credits in each of two other specialty areas. For example, if a student elected a counseling specialty, it would be recommended that she/he take courses such as Group Processes in Counseling and Family Counseling to fulfill the 6 credits. In addition, she/he might take Advanced Career and Educational Planning Seminar and Theories of Personality to fulfill 3 credits in the career education and 3 credits in the theoretical areas respectively.

Finally, 6 elective credits are to be completed in courses of the student's choice. Supplementary courses recommended to fulfill electives and required areas are as follows:

Counseling	Career/Vocational Education
Family Counseling	Sociology of Occupations
Patterns & Dynamics of Family Interaction	Advanced Career & Educational Planning Seminar
Crisis Intervention Techniques	Organizational Psychology
Group Processes in Counseling	Field Experience in Business/Industry
Advanced Group Counseling	
Cross-Cultural Counseling	

Management	Theory
Organization Development	Exceptional Children
Secondary School Curriculum	Drug and Alcohol Abuse
Administration of Secondary Schools	Psychology of Adolescence
Basic Statistics	Adolescent Development
Research and Evaluation	Theories of Personality
	Psychology of Women

Courses would be chosen by the student and advisor to create a program which would provide a grounding in school counseling responsibilities while developing strength in an area of emphasis.

Core program competencies were generated in the second phase. The four professional skill areas of 1) counseling; 2) assessment; 3) career and educational planning; and 4) program management, were identified and a set of competency statements were enumerated for each. Competencies are defined as the expected learning outcomes to be achieved by successful completion of activities meeting enabling objectives. These core programs are listed below:

1. Counseling Competencies

Upon completion of the program, each student will have demonstrated:

a) Understanding of the theoretical underpinnings of psychodynamic, behavioral and/or humanistic approaches to counseling.

b) Understanding the psychodynamic, behavioral and/or humanistic techniques utilized in counseling.

c) Ability to articulate a coherent personal theory of counseling.

d) Helping skills which facilitate clients' goal realization and human development.

e) Awareness of personal characteristics and behaviors which may facilitate or impede performance in a counseling session.

f) Awareness of how differing cultural perspectives effect the counseling relationship.

g) Understanding of referral processes--how and when to refer to a client.

h) Knowledge of group dynamics principles.

i) Ability to apply group dynamics principles in various settings with task groups as well as counseling groups.

j) Ability to be an effective group member.

k) Ability to be an effective group leader and articulate own leadership style.

l) Knowledge of ethical codes and behaviors for school counseling personnel.

2. Assessment Competencies

Upon completion of the program each will have demonstrated:

a) Understanding of fundamental statistics concepts necessary for test interpretation.

b) Understanding of test and non-test instruments related to the assessment of intelligence, abilities, interests, and personality.

c) Ability to appropriately select, administer, score and interpret tests of intelligence, ability, interest, and personality for guidance purposes.

d) Ability to use various non-test devices and techniques to gather appraisal data.

e) Ability to identify the limitations of instruments in appraising the handicapped, minority persons, and women.

f) Understanding of professional, ethical standards related to testing, recordkeeping and test interpretation.

3. Career and Educational Planning Comptencies

Upon completion of the program, each student will have demonstrated:

a) Ability to assist adolescents in self-awareness, interpersonal processes, and decision-making as they relate to career, goal setting, job and educational planning, and placement and employability skills.

b) Ability to assess the career guidance and education needs of women, minorities, and the handicapped and the ability to develop guidance activities responsive to those needs.

c) Ability to compile and disseminate information on employment opportunities, job requirements, and on public and private vocational, technical apprenticeships, and on academic training programs.

d) Knowledge of commonly used career information resources.

e) Ability to act as a liaison among the school, community agencies, and local business and industry.

4. Program Management Competencies

Upon completion of the program, each student will have demonstrated:

a) Ability to use basic library references, tools and services in the areas of counseling and education.

b) Ability to analyze and utilize significant reserach findings from the professional literature.

c) Ability to evaluate a guidance program and plan and implement changes as a result of such an evaluation.

d) Ability to organize developmental guidance activities focusing on relevant life issues (such as drug/alcohol abuse prevention, job interviewing skills, etc.)

e) Ability to consult with parents, teachers, and administrators regarding students psychosocial and educational needs.

f) Ability to articulate program goals and evaluate data to administrators, parents, and community members.

These competencies were then reduced to objectives which explicitly state skills and behaviors necessary to achieve competence. In Phase 3, learning activities were designed through which demonstration of objectives could be accomplished. These activities represent a blend of the theoretical and practical and integrate interpersonal awareness and self-knowledge to insure personal as well as professional growth. These activities are not expected to be rigidly adhered to. Rather, these strategies are viewed as a basis for adaption by individual counselor educators.

In the next phase, instructional modules were composed for each core required course incorporating enabling objectives and learning activities. Finally, the curriculum was reviewed by the advisory committee members and faculty with expertise in the various course areas.

Overview of Course Modules

The purpose of this curriculum is to provide counselor educators with a model from which they can build or adapt a competency-based Master's level program in secondary school counseling. Modules have been included for all required courses in the program. Each module is a set of experiences designed to facilitate learner demonstration of competencies. Each contains: a goal statement, a set of enabling objectives, a list of resources and activities, and methods for evaluation. Functional definitions and instructions are provided herewith.

Goals. Goals of each course are a general statement of learning intents to be achieved by student's completion of enabling objectives.

Enabling Objective. These are an extension of the goal statement which defines skills more specifically and includes behaviors or performance necessary to achieve competence.

Activities. These are learning strategies by which enabling objectives may be accomplished. They represent a blend of the theoretical and practical and are not intended to be all-inclusive. Rather, it is expected that suggested activities will be utilized and/or adapted by individual instructors.

Evaluation. General methods by which activities may be assessed are listed in the evaluation section. Specific criteria for evaluation is left to the discretion of the individual instructor.

Resources. Materials necessary to achieve a desired objective have been listed. Specific readings have not been cited as individual faculty judgement is expected to prevail.

INTRODUCTION TO SCHOOL COUNSELING

GOAL STATEMENT

The purpose of this course is for students to become familiar with;

A) The philosophical basis for counseling and guidance services,

B) The role and activities of the school counselor, and

C) The techniques and tools used by the school counselor.

ENABLING OBJECTIVE I

Student will demonstrate the ability to cite various historical foundations of the guidance movement.

Resources

Readings in text and elective reading

Classroom lecture and discussion

Activities

Discuss the contributions to guidance made by five individuals.

Write a short paper tracing the history of the guidance movement, noting how the counselor's role has changed.

In 1935, one secondary school group defined guidance as "... the process of assisting individuals in making life adjustment." In a small group, discuss the relevance of that statement today.

Evaluation

Achieve a score of 85% on a written exam covering the historical foundations of the guidance movement.

Submit a paper on the history of the guidance movement to your instructor.

Achieve a satisfactory instructor evaluation on the quality and frequency of your participation in class discussion.

ENABLING OBJECTIVE 2

The student will be able to describe the role and functions of the school counselor.

Resources

Required and elective reading.

School - based interview.

Classroom discussion and activities.

Activities

Interview two school counselors about their role and function in their school. Present in class the information you obtain drawing any conclusions you might come to as a result of the interview.

Draw a chart illustrating the role and function of the school counselor, including who the counselor works with, the purpose of the counselor's involvement and the methods that she/he might utilize.

Discuss the commonalities and differences among group guidance, group counseling and group therapy.

Develop a group guidance activity appropriate for adolescents and test it out on a small group of classmates.

Write a short autobiography of your experiences with standardized tests. Discuss how their use was helpful and/or unhelpful to you.

Respond to Ivey's assertion that counselors must. "...consider counseling as only one of our skills; the broader-based role of the counselor must become that of teacher, curriculum developer and consultant."

Evaluation

Submit chart of counselor role and functions to your instructor.

Submit outline of your group activity and results to your instructor.

Submit your autobiography to instructor.

Achieve satisfactory instructor evaluation on the quality and frequency of your participation in class discussion and activities.

ENABLING OBJECTIVE 3

Student will demonstrate the ability to list APA and APGA ethical standards for counselors.

Resources

APA and PAGA Ethical Standards.

Classroom discussion and activities.

Activities

Prepare a statement of your position on the issue of confidentiality. Discuss your position with other class members.

Obtain information about the subdivisions of APGA which are of interest to you. Describe the goals and services of the two you feel would be most relevant to you as a school counselor.

Create three ethical dilemmas a school counselor might face. In an exchange session with another class member, present your dilemmas and have her/him respond according to APGA ethical standards. Respond likewise to the dilemmas they have created.

Evaluation

Achieve satisfactory instructor evaluation on the quality and frequency of your participation in class discussions.

Achieve satisfactory peer evaluation of responses to dilemmas.

Achieve a minimum score of 85% on an exam covering ethical standards of APA and APGA.

ENABLING OBJECTIVE 4

Student will be able to identify several models for organizing the counseling process. She/he will also be able to identify the helping skills related to each model.

Resources

Required and elective readings.

Classroom lecture and discussion.

Triadic counseling session.

Activities

Write a brief paper comparing and contrasting Carkhoff's, Egan's and Brammer's approaches to organizing to counseling process.

Create a checklist of specific skills facilitative of the counseling process.

With two other class members, participate in a counseling session. Each of you take turns being the counselor, client and observer. The client should present a real situation/problem they would like some help with. Using the checklist you created, obtain feedback about your counseling skills from the client and observer.

Drawing on the above session, make an assessment of your counseling strengths and areas you would like to work on. Also, outline the steps you used in the counseling session with your classmates.

Evaluation

Submit a paper on approaches to organizing the counseling process to your instructor.

Submit your checklist of skills to your instructor.

Submit counseling assessment to your instructor.

ENABLING OBJECTIVE 5

Student will demonstrate the ability to use basic library references, tools and services in the areas of counseling and education.

Resources

Reference library.

Class discussion.

Activities

Ask your reference librarian for a tour of the reference library, pointing out any index, abstract and computer-assisted sources that would be helpful to you as a counselor. Make a list of at least five such sources.

Take yourself on a tour of the current periodicals section of the library. Make a list of at least ten counseling and education journals you reviewed briefly. Share your list with classmates.

Choose one of the following topics and develop an annotated bibliography of at least ten articles on the topic:

a) drug and alcohol education for adolescents.

b) counseling the pregnant teenager.

c) working with parents of gifted children.

d) improving attitudes toward the handicapped.

e) strategies for effective cross-cultural counseling.

Evaluation

Submit your list of reference sources to instructor.

Submit your list of journals in counseling and education to instructor.

Submit your annotated bibliography to instructor.

ENABLING OBJECTIVE 6

Student will distinguish between several developmental theories and their utility for the secondary school counselor.

Resources

Required and elective readings.

Classroom lecture and discussion

School-based interviews.

Activities

Compare and contrast Loevinger's ego development model to Kohlberg's moral development model. Discuss the usefulness of these theories in working with adolescents.

Present a moral dilemma to three adolescents and tape record their responses. Analyze and discuss their responses using Kohlberg's scheme.

Read at least three journal articles which discuss Piaget's theory of cognitive development. Write a brief summary of each article and comment on how the theory is of value to you as a school counselor.

Using yourself as the subject, write a brief paper describing the physical, sociological and psychological changes that take place during adolescence.

Share with your classmates insights from your readings and interviews.

Evaluation

Achieve satisfactory instructor evaluation on the quality and frequency of your participation in class discussion.

Submit your analysis of your moral dilemma interviews along with the tape to your instructor.

Submit summary of Piaget articles to your instructor.

Submit changes adolescence paper to instructor.

COUNSELING THEORY AND PRACTICE I and II

Goal Statement

The purpose of this two semester course is for students to demonstrate:

a) an understanding of various theoretical orientations to counseling/therapy,

b) a facility in the use of corresponding techniques, and

c) an understanding of the functions and limits of the counselor/therapist.

ENABLING OBJECTIVE I

Student will demonstrate relational aspects of counseling/therapy.

Resources

Selected readings.

Classroom lecture, discussion and activities

Videotape equipment.

Activities

Read selected articles on relational aspects of counseling known as joining, empathy, rapport and transference.

In class, discuss the commonalities and differences among these relational aspects.

With two other class members, role play a counseling session in which you utilize relational principles basic to all therapies. Take turns being the counselor, client and observer. Videotape the session. Also, devise a checklist of behaviors which demonstrate relational principles. After viewing the tape outside class, use checklist to analyze your strengths and weaknesses.

Write a brief paper discussing your personal motifications for becoming a counselor. Why do you want to be a counselor and what do you think you will get out of it?

Evaluation

Achieve satisfactory instructor, peer and self-evaluations on your ability to actualize relational principles in a simulated counseling session.

Submit to instructor a brief paper on your motivations for becoming a counselor.

ENABLING OBJECTIVE 2

Student will be able to discuss in relation to specific theories of individual counseling; the philosophical basis, the definitions of development and dysfunction and the method of diagnosis.

Resources

Required and elective readings.

Classroom lecture, discussion and activities.

Field-based interview.

Activities

Do readings on the various theories chosen by the instructor.

Prepare a presentation for class on the philosophical basis, definitions of development and dysfunction and method of diagnosis for one particular theory.

In class, discuss and compare those aspects for a variety of theories.

Interview an experienced therapist (of at least five years) about their theoretical base and how it has changed and evolved over the years.

Evaluation

Achieve satisfactory instructor evaluation of your presentation.

Submit a summary of your interview to instructor.

Achieve a minimum score of 85% on an exam covering the theoretical underpinnings of various individual orientations to counseling.

ENABLING OBJECTIVE 3

Student will demonstrate the ability to utilize the appropriate procedures of various approaches to counseling individuals.

Resources

Required and elective readings.

Classroom lecture, discussion and activities.

Tape recorder and videotape equipment.

Activities

Do the readings assigned by instructor and attend class lectures.

With two other class members, role play a counseling session in which you utilize the procedures of three different approaches. Take turns being the counselor, client, and observer. Videotape the session(s). Review tapes outside the class.

Conduct a counseling session with someone who is not a member of the class. Audiotape the session, obtaining permission first. Write a transcript of the session and analyze how you utilized the procedures of a particular theory.

Evaluation

Submit the tape and transcript to instructor. Competency based on your ability to utilize procedures of a theory in conducting a counseling session.

Achieve satisfactory instructor evaluation of your participation in activities in class.

ENABLING OBJECTIVE 4

Student will be able to discuss in relation to specific systemic theories of counseling: the philosophical basis, the definitions of development and dysfunction and the method of diagnosis.

Resources

Required and elective readings.

Classroom lecture, discussion and activities.

Activities

Do readings on the various theories chosen by the instructor.

Prepare a presentation for class on the philosophical basis, definitions of development and dysfunction and method of assessment for one particular systemic theory.

In class, discuss and compare those aspects of a variety of theories.

From fictional literature, choose a family to assess. Write up an assessment of the family using one family therapy theory.

Evaluation

Achieve satisfactory instructor and peer evaluation of your presentation.

Submit your family assessment to instructor and achieve a satisfactory evaluation.

Achieve a minimum of 85% an exam covering the theoretical underpinnings of various systemic orientations to counseling.

ENABLING OBJECTIVE 5

Student will demonstrate the ability to utilize appropriate procedures of various approaches to counseling families/systems.

Resources

Required and elective readings.

Classroom lecture, discussion and activities.

Family therapy videotape.

Videotape equipment.

Activities

Complete readings assigned by instructor. Attend class lecture and videotape presentation. With five other class members, role play a counseling session with a family in which you utilize the procedures of three different systemic approaches. Take turns being the counselor, clients and observers. Videotape the session(s). Review the tapes outside class.

Write up a genogram of a real family.

Evaluation

Achieve satisfactory instructor evaluation of your ability to utilize systemic procedures in a counseling session.

Submit genogram to instructor.

ENABLING OBJECTIVE 6

Student will cite the principles of group dynamics and demonstrate the ability to use these principles to facilitate interaction and communications in groups.

Resources

Classroom discussion and activities.

Required and elective readings.

School-based observation.

Activities

Complete readings suggested by your instructor and write a brief paper discussing the following aspects of groups: leadership, norms, expectations and communications.

In a small group, discuss the following about group counseling: purposes, considerations in forming a group, ground rules, and counselor's responsibilities.

Visit an elementary classroom which is organized to allow for interaction among the class members. Spend ½ day observing the classroom climate. Keep a log of your observations focusing in particular on what the classroom activities are, how the curriculum and learning materials are used, and what the styles of relating are among the members of the classroom group.

You will be a member of a goal-oriented group in class. Using two instruments designed to measure your behavior in groups, analyze your leadership and communication behaviors in the group. List your strengths and areas of improvement.

Design a one hour experientially-oriented educational group activity. Conduct the session and videotape. Review the tape and assess your effectiveness in facilitating group communication, interaction and goals.

Evaluation

Submit paper on aspects of groups to instructor.

Submit a log of classroom observations to instructor.

Submit videotape to instructor for review. Competency based on your ability to facilitate group interaction, communication and goals.

Submit videotape to instructor for review. Competency based on your ability to facilitate group interaction, communication and goals.

ENABLING OBJECTIVE 7

Student will be able to identify how cultural differences impact counseling theory and practice.

Resources

Required and elective reading.

Classroom lecture and discussion.

Activities

Read selected articles on barriers to effective cross-cultural counseling. Choose one counseling theory and analyze the world view it represents and the barriers it might present in counseling someone from a different culture. Present your analysis in a short paper.

In a small group, discuss when you first noticed there were people who were different from you. What have your experiences been in relating to people who are culturally different from you? How do you think your experiences might impact on your counseling relationship with a minority person?

Evaluation

Submit work on world view to instructor. Competency based on your ability to analyze the barriers the theory might present in counseling a culturally different person.

Achieve satisfactory instructor evaluation of your participation in class discussion.

ENABLING OBJECTIVE 8

Student will develop and state their own ethical standards for counseling.

Resources

Required readings.

Classroom discussion and activities.

Activities

Your small group will be given three dilemmas to which you must make the appropriate ethical responses (e.g., infringement of client's rights, confidentiality, referrals, allegiance to counselee, school records).

Write your personal theory of counseling drawing on the work of others and make an ethical defense of it.

Evaluation

Achieve satisfactory instructor evaluation of your responses to ethical dilemmas.

Submit your theory of counseling to instructor. Competency based on your ability to present a logical, coherent theory and an ethical defense of it.

ENABLING OBJECTIVE 9

Student will be able to cite the criteria for making appropriate referrals and connecting with other services to meet their clients' needs.

Resources

Classroom discussion and activities.

Field trip.

Activities

Write a statement identifying your personal and professional limitations. What criteria would you use in deciding to refer a client?

Your small group will be given three case studies. You are to determine who, when, where and how you would refer the clients.

Visit at least three human service agencies in your community. Determine what kind of resource materials are available to you as a counselor in the community. Exchange your findings with others in class.

Evaluation

Submit statement of your personal and professional limitations to instructor.

Achieve satisfactory instructor evaluation of your referral determinations.

CAREER AND EDUCATIONAL PLANNING: METHODS AND MATERIALS

GOAL STATEMENT

The purpose of this module is to prepare counselor-in-training to assist adolescents in career, vocational and educational planning, A) utilizing process skills in decision-making and interpersonal and self-awareness. Students will develop the ability to: B) identify, obtain and assess career and education information; C) disseminate such information to students, teachers, and parents; D) assess and respond to the special career and educational needs of women, minorities, and the handicapped; and E) act as a liason among the school, community agencies, and local business/industry.

ENABLING OBJECTIVE I

Student will identify career and education information materials which are basic to a career and education resource center.

Resources

Required and elective readings.

Class discussion and activities.

School-based interview and observation.

Activities

Visit a school's career and education resource center. Discuss with the counselor which materials she/he believes are most essential and why.

Exchange and discuss resources from your visit with others in class.

List at least five career and five education information materials basic to a resource center.

Draw a floor plan of a career and education resource center illustrating how you would arrange the above listed materials.

Evaluation

Submit to your instructor a summary of your observations of the school career and education resource center.

Submit resource center floor plan to instructor. Achieve satisfactory evaluation based on demonstration of knowledge of ten appropriate resources.

Achieve satisfactory instructor evaluation of the quality and frequency of your participation in class discussion and activities.

ENABLING OBJECTIVE 2

Student will demonstrate the ability to locate sources of career and educational information on local, state, and national levels.

Resources

University Reference Library

Class discussion and activities.

Activities

Brainstorm a list of possible career and education information sources and the type of information you might obtain from them.

With the aid of a reference librarian, research additional sources for career and educational information. Compile a list of at least fifteen sources.

Obtain career and/or education information from six sources of your choice—two local, two state, two national.

In class, discuss your methods for locating sources and obtaining career and education information. Share the materials with classmates.

Evaluation

Submit brainstormed list to instructor.

Achieve satisfactory instructor evaluation of participation in class activities and discussions.

ENABLING OBJECTIVE 3

Student will identify methods for disseminating information about public and private vocational, technical and academic training programs.

Resources

Library research.

Classroom discussion and activities.

Activities

Identify at least ten public and private vocational and academic training programs in Connecticut.

Describe a method for disseminating information about vocational and academic training program to students and parents.

Design a survey instrument to assess the occupational profile of your community and collect information about training programs. Include plans for disseminating the findings to students, parents and teachers.

Evaluation

Submit a list of ten training programs to instructor.

Oral or written description of method for disseminating training program information must receive satisfactory evaluation from instructor.

Submit your survey design and plans for dissemination of findings to instructor. Competency based on his/her satisfactory evaluation of project.

ENABLING OBJECTIVE 4

Student will demonstrate the ability to evaluate ocupational publications using NVGA guidelines.

Resources

Required readings.

Classroom discussion and activities.

Activities

In the most recent three issues of the Vocational Guidance Quarterly, review the listings of current career literature.

Read NVGA's "Guidelines for the Preparation and Evaluation of Career Information Media".

Select and obtain two occupational publications and evaluate using NVGA standards.

In class, discuss your evaluation of NVGA standards. What value do you think they have for counselors and is there anything about them you would change?

Evaluation

Submit written evaluations of two occupational publications to instructor. Competency based on adherence to NVGA standards.

Achieve satisfactory instructor evaluation of participation in class discussion and activities.

ENABLING OBJECTIVE 5

Student will identify representatives of business, industry and community agencies, and develop relationships to enhance educational programs.

Resources

Elective reading.

Organization-based interview.

Classroom discussion, activities, and guest speaker.

Activities

Identify ten community agencies and five businesses and/or industries with whom the school counselor might want to maintain relationships. Explain why.

Contact one training or job placement representative from a community agency and one from business or industry. Find out about their role and what sort of association they might want to maintain with the schools.

With a few other class members, design and plan for implementation of a "Career Opportunities" day at a high school.

Evaluation

Submit to your instructor a summary of your interviews including the names of the representatives, the organizations they work for, and the nature of their work.

Submit to your instructor, an outline of your design for "Career Opportunities" day.

Achieve satisfactory instructor evaluation of participation in classroom activities and discussion.

ENABLING OBJECTIVE 6

Student will identify and outline at least three career development theories.

Resources

Required and elective readings.

Class lecture, discussion, and activities.

Activities

Read and prepare a written summary of at least five journal articles which discuss various theories of career development.

Discuss your own theory of career development and compare and contrast it with two of the major theorists you read about.

Stage a panel discussion with three other class members on career education in the secondary school. Each of you take the position of one of the major development theorists.

Evaluation

Submit to instructor a written summary of five journal articles.

Score a minimum of 85% on a written exam covering career development theories.

Achieve satisfactory instructor evaluation of participation in class. Competency based on level of participation and logic of your theory of career development.

Achieve satisfactory instructor evaluation of your appropriate use of theoretical viewpoint in panel discussion.

ENABLING OBJECTIVE 7

Student will demonstrate the ability to utilize a decision-making model in career or educational planning.

Resources

Required readings.

Classroom lecture, discussion and activities.

Activities

Describe three values clarification exercises you might use in a career planning group. Take yourself through the exercises and discuss why you think these exercises would be of value to adolescents in a career planning group.

Prepare a mock case study of a student you might work with who needs help in planning his/her future education. Present the problem and discuss how you would use a decision-making model to help the student.

Pair up with a classmate and spend ½ hour each "counseling" one another. Use a decision-making model to help each other solve problems you may be having.

Evaluation

Submit values clarification materials to instructor.

Submit case study to instructor for evaluation. Competency based on your ability to conceptalize student's need and utilize a decision-making model to address the need.

Achieve satisfactory instructor evaluation of participation in class discussion and activities.

ENABLING OBJECTIVE 8

Student will be able to describe appropriate career guidance activities for adolescents.

Resources

Selected references.

Required and elective readings.

Classroom lecture, discussion and activities.

Activities

Interview a high school counselor about the types of career education activities she/he uses and why. Ask to see some of the materials she/he uses. Write a summary of your interview and observations.

Compile an annotated reference list of at least five career/life planning packages appropriate for use with adolescents, including the advantages and disadvantages of each. Make copies for your classmates.

Design an activity to engage adolescents in occupational information-seeking, including use of the OOH and DOT. Share your design with others in class and obtain feedback on its strengths and weaknesses.

Prepare a resume for yourself. Outline the process you used to develop your resume.

Evaluation

Submit interview summary to instructor.

Submit occupational information-seeking activity design to instructor along with a critique of its strengths and weaknesses.

Submit annotated reference list to instructor.

Submit resume and process outline to instructor.

ENABLING OBJECTIVE 9

Student will be able to describe the special educational and career needs of women, minorities, and the handicapped.

Resources

Required and elective readings.

Classroom lecture, film, and activities.

Activities

Summarize and critique nine articles which discuss special needs related to career planning. Three articles should address the needs of women, three should address the needs of minorities and three should address the needs of the handicapped.

In a small group, discuss current societal factors which you believe foster the special needs of women, minorities, and the handicapped.

Prepare a brief paper (3-5 pages) outlining how provisions of Title IX and PL-94-142 affect the school counselor.

Evaluation

Submit summary of nine articles to instructor.

Submit paper on Title IX and PL 94-142 to instructor. Competency based on your ability to conceptualize and discuss aspects of these laws as they impact on the school counselor.

Achieve at least an 85% on a written or oral exam covering the special needs of women, minorities and the handicapped.

ENABLING OBJECTIVE 10

Student will design career and educational planning procedures appropriate to the needs of women, minorities, and the handicapped.

Resources

Elective reading.

Classroom discussion and activities.

Activities

Choose one handicapping condition and gather information on post-secondary educational and vocational training programs designed for students with this handicap. Compile and annotate information and share with class members. Discuss how you might utilize this information in your role as school counselor.

Design three activities to develop awareness of stereotypes about women, minorities and the handicapped. Try out activities with class members and process the experiences with them.

Write a booklet for counselors enumerating factors which should be considered when doing career or educational planning with women, minorities or handicapped.

Evaluation

Submit annotated list of training programs to instructor.

Submit design outlines for awareness activities to instructor including your own critique of sessions and how you might amend them in the future. Achieve satisfactory instructor evaluation of activity based on design and facilitation skills.

Submit booklet ot instructor. Competency based on completeness of work.

NON-STANDARDIZED TECHNIQUES FOR HUMAN APPRAISAL

GOAL STATEMENT

The purpose of this course is to introduce students to the principles of human appraisal. Also, students will be assisted in gaining competence in the selection, administration, and interpretation of non-standardized techniques related to the assessment of intelligence, ability, interest and personality.

ENABLING OBJECTIVE 1

Student will cite the basic principles of human assessment.

Resources

Required readings and elective readings.

Classroom lecture and discussion.

Activities

Write a brief statement on your philosophy of human appraisal. What are your values and beliefs concerning testing and non-standardized procedures of assessment?

Discuss in class the basic principles which provide the counselor with a framework for functioning effectively in the task of individual assessment.

Human behavior can be and is studied from a variety of perspectives. In a short paper, discuss the implications relevant to counselors which can be drawn from looking at human behavior from the perspectives of sociology, anthropology, economics and political science.

Evaluation

Submit your philosophy of human appraisal statement to instructor.

Submit human behavior perspectives paper to instructor.

ENABLING OBJECTIVE 2

Student will identify and use a variety of observation and self-reporting procedures for appraising clients.

Resources

Required readings.

Classroom lecture and discussion.

School-based interview.

Activities

In a small group, discuss the weaknesses of observation and methods for increasing the accuracy and effectiveness of this technique.

Describe the purpose and limitations of rating scales, checklists, and anecdotal reports. Discuss the usefulness of each in appraising student personality.

Describe the purposes and limitations of autobiographies, interview schedules and self-expression essays. Discuss the usefulness of each in assessing students' strengths and weaknesses.

Find a school counselor who you can observe using at least two non-standardized techniques. Report on your reactions and information you obtain concerning their usefulness.

Evaluation

Achieve satisfactory instructor evaluation on the quality and frequency of participation in class discussion.

Achieve a minimum score of 85% on an exam covering observation and self-reporting procedures.

Submit a summary of your interview and observations to instructor.

ENABLING OBJECTIVE 3

Student will demonstrate the ability to select, administer, and interpret assessment techniques.

Resources

Simulated case studies.

Required readings.

Classroom discussion and activities.

Activities

You will be presented with a simulated case study of a student with a behavior problem. Determine two techniques you would use to assess the student and develop plans for administering them.

With you as counselor and two other class members as the student and teacher, role play a scene in which you interpret the results of your assessment. Obtain feedback from instructor and class members.

Analyze whether any biases related to women, minorities or the handicapped were factors affecting the interpretation of the data. If so, discuss how the interpretation could be altered.

You will be presented with an example of a problem in a high school. Your task, together with two other class members, is to design an observation instrument to identify students who are already part of the problem or have the potential for the problem. Develop a plan for using the instrument to collect the relevant data.

Evaluation

Submit a short paper to instructor discussing the techniques you would use to assess the student in your case study.

Achieve a satisfactory evaluation from instructor regarding your ability to ethically and effectively interpret the results of your assessment and analyze the interpretation for bias.

Submit observation instrument and plans for collection of the data to instructor.

ENABLING OBJECTIVE 4

Student will cite ethical and legal considerations in utilization of appraisal techniques and recording of test and non-test data.

Resources

APA and APGA Ethical Standards.

Elective readings.

Simulated data.

Activities

Read and summarize APA and APGA ethical standards for utilization of assessment techniques.

Read 3 articles which discuss the implications for counselors of the Family Educational Rights and Privacy Act of 1974. Write a summary of each article.

You will be given simulated data regarding a student's achievement and personality. Based on what you have learned from your readings, create a record on the student for the files and discuss how you would want to see it used.

Evaluation

Submit a summary of articles and ethical standards to instructor.

Submit simulated case record to instructor.

Achieve a minimum of 85% on an exam covering ethical standards in assessment and implications of the Family Educational Rights and Privacy act.

EDUCATIONAL TESTS AND MEASUREMENT

GOAL STATEMENT

The purpose of this course is to assist students in gaining competence in the selection, administration and interpretation of standardized tests of intelligence, ability, interest and personality.

ENABLING OBJECTIVE 1

Student will demonstrate the ability to use basic statistical terminology necessary for test interpretation.

Resources

Required reading.

Calculator.

Activities

Familiarize yourself with the statistical terms supplied by the instructor and write a definition for each term.

Complete the readings assigned by the instructor and get together with a classmate to discuss the material.

Complete the statistical problems assigned by the instructor. Team up with a classmate to work on the problems, if necessary.

Evaluation

Achieve a minimum score of 85% on an exam covering basic statistical terminology. Hand in completed problems to instructor.

ENABLING OBJECTIVE 2

Student will demonstrate the ability to use a variety of standardized tests in assessing personality, ability, interests, and intelligence.

Resources

Selected references.

Required readings.

Classroom lecture and discussion.

Activities

Familiarize yourself with at least five source books of published assessment instruments. Write an annotated bibliography of the books you review and make copies of it to share with classmates.

Distinguish between intelligence, personality, ability, and interest tests and discuss the general utility of each for the school counselor.

Identify two tests in each of the categories mentioned above. Discuss the stated purposes of each under what conditions or circumstances you would use each test in counseling adolescents, commenting on the appropriateness of each test for this age group.

Write a brief paper on your experience taking the GRE's or another standardized test. How did you feel, what was helpful in preparing for the test, and of what value were the results?

Evaluation

Submit annotated bibliography of sourcebooks to instructor.

Arrange a meeting with your instructor so that you can orally demonstrate your ability to carry out Activities 2 and 3 listed above.

Submit autobiographical paper to instructor.

ENABLING OBJECTIVE 3

Student will demonstrate the ability to administer, score and interpret the results of intelligence, personality, ability, and interest tests.

Resources

Required readings.

Test packages.

Classroom discussion and activities.

Activities

You will be administering a battery of four tests each to two people, at least one of whom should be a high school student. Select one test in each of the categories listed in the enabling objective. Discuss your choices with your instructor and after approval, obtain test packages from appropriate sources.

Read test manuals and administer the tests using the specified procedures for each.

Score the tests using the appropriate norm tables and plot the profiles. Prepare a report on your interpretation of the results being certain to follow ethical and format guidelines for report writing. Submit report to instructor for approval prior to interpreting results to clients. Tape record interpretation session with clients (obtaining permission first) and submit to two classmates for critique.

Prepare a fifteen minute presentation for class addressing the following: criteria for selection of the tests you chose, reliability and validity of the instruments, limitations of the instruments in appraising women, minorities and/or the handicapped and usefulness of tests for guidance and counseling.

Evaluation:

Achieve satisfactory peer and instructor evaluation of your interpretation session with clients.

Achieve satisfactory peer and instructor evaluation of your presentation to class. Competency based on your ability to discuss and critique the instruments.

ENABLING OBJECTIVE 4

Student will cite examples of current socio-political issues related to testing.

Resources

Elective readings.

Classroom discussion and activities.

School-based interview and observation.

Activities

Read two articles addressing each of the following issues:

a) norm-referenced vs. criterion-referenced tests

b) sex bias in interest, aptitude and personality tests

c) cultural bias in aptitude and intelligence tests

d) invasion of privacy

Write a short summary of the major points of each issue.

Choose one of the above issues and stage a debate on the issue with a classmate.

Discuss in class the effects of practice, coaching and text anxiety on test performance. Present your point of view on the value and ethics of practice and coaching.

Observe a school counselor administering a test. Discuss with her/him any procedures she/he uses to A) prepare students for testing and B) interpreting the results. Write a summary of the information obtained including any suggestions you have for improvement of procedures.

Evaluation

Submit summary of testing issues to instructor.

Achieve satisfactory peer and instructor evaluation of your debate. Competency based on the logic and clarity of your argument.

Submit interview summary to instructor.

MANAGEMENT SKILLS IN SCHOOL COUNSELING

GOAL STATEMENT

The purpose of this course is to familiarize counselors-in-training with processes essential to secondary school guidance program management. Students will develop skills in consulting, conducting a needs assessment and designing an evaluation plan.

ENABLING OBJECTIVE 1

Student will demonstrate the ability to analyze counseling research literature.

Resources

Required and elective readings.

University Library

Classroom lecture and discussion.

Activities

Review basic statistical terms most frequently found in counseling and guidance research reports (a list will be provided by the instructor). Prepare a written definition of each term.

Review three professional journals in the fields of guidance, education and psychology. Choose five studies each of which utilizes a different research design. In a short paper, discuss the differences and commonalities in the design.

Write abstracts for each of the above articles including a statement of the problem, a description of the methodology and analysis of data, the results and conclusions.

Select two of the above five journal articles and write a critique of each, indicating the adequacy of the methodology and statistical analyses, the conclusions and recommendations.

Choose a topic of interest to you related to counseling or guidance and review five research studies examining this topic. Present the implications of the findings of each study for you as a school counselor to others in class.

Evaluation

Submit list of definitions of statistical terms to instructor.

Submit research design paper to instructor.

Submit five abstracts to instructor.

Submit critique of 2 articles to instructor. Competency based on your ability to analyze the strengths and weaknesses of the research.

Achieve satisfactory instructor evaluation of your presentation to the class.

ENABLING OBJECTIVE 2

Student will list concepts related to the consultation process and demonstrate an ability to utilize a system of stages in the consultation process.

Resources

Required and elective readings.

School-based interview.

Classroom lecture and discussion.

Activities

Discuss the consulting role of the school counselor with a teacher, a counselor and a principal. What is each one's vision of the counselor's consulting responsibilities--to do what with whom?

In class, discuss the differences and similarities between counseling and consultation.

Prepare a written description of the stages in the consulting process.

With two other class members, create a simulated case study. Describe the problem, objectives, intervention plan, resources and evaluation procedures. Role play the parties involved.

Evaluation

Submit an interview summary to instructor, comparing and contrasting the views of the teacher, counselor, and principal.

Submit description of consulting process stages to instructor.

Achieve satisfactory instructor evaluation on the quality and frequency of your participation in class discussion.

Submit written description of case study to a class member for peer review.

ENABLING OBJECTIVE 3

Student will demonstrate the ability to analyze the organizational structure of schools and factors which influence the functioning of the guidance program.

Resources

School-based interview and observation.

Classroom lecture and discussion.

Parent interview.

Activities

Visit a high school to obtain information about the following:

a) the decision making structure.

b) organizational goals and objectives.

c) external demands to which the school is subject.

d) education and attitudes of the professional staff.

e) personnel classifications and staffing pattern.

Write a paper summarizing your findings and their implications for the functioning of the guidance program. Discuss the relationship of counseling to other student services.

Draw an organizational chart illustrating the flow of decision-making power in the high school you visited.

In a small group, share your findings and discuss the strengths and weaknesses of the school's organizational structure.

Ask a few parents about their expectations for the school counselor. Given what you have learned about the school's goals and objectives, discuss whether these expectations are being met and if not, give reasons why.

Evaluation

Submit paper of your findings from school visit to your instructor. Competency based on thoroughness of your work and ability to draw implications from your findings.

Submit organizational chart to instructor.

Achieve satisfactory instructor evaluation of your presentation of strengths and weaknesses of school's organizational structure.

Submit a summary of parent interviews to instructor.

ENABLING OBJECTIVE 4

Student will be able to distinguish among research, accountability, and evaluation and will understand the functions they serve in the secondary school.

Resources

Required and elective readings.

Classroom lecture and discussion.

Activities

Define research, accountability and evaluation and discuss the similarities and differences among them.

In completing Enabling Objective 1 of this module, you have discussed the implications of particular research findings for you as a school counselor. Now your task is to present, in a small group, a philosophical and theoretical rationale for developing a guidance program based on those findings.

Discuss the current trend of program accountability in its historical context and enumerate its positive aspects.

Create a list of guidance program goals and develop a plan for articulating them to parents and other community members.

Evaluation

Achieve a minimum score of 85% on an exam cofering the concepts of research, accountability and evaluation.

Achieve satisfactory instructor evaluation of the guidance program rationale you present in class.

Submit your list of program goals and articulation plan to instructor.

ENABLING OBJECTIVE 5

Student will demonstrate the ability to assess program needs and develop services appropriate to those needs.

Resources

Required and elective readings.

Classroom lecture and discussion.

School-based interview.

Activities

Interview a school counselor about her/his involvement in program planning. Discuss the organizational structure of the school as well as overall goals and objectives. Collect information needed to design an appropriate needs assessment.

List methods frequently used in collecting needs assessment data. Discuss which method you think would be best suited to the school you visited and why.

Design a needs assessment survey instrument. Utilizing either real or simulated data, develop a set of objectives.

Based on your program objectives, write a description of the services and resources available through the guidance program.

Evaluation

Submit a summary of your interview to your instructor

Submit needs assessment, program objectives, and description of services to instructor for evaluation.

ENABLING OBJECTIVE 6

Student will demonstrate understanding of the evaluation process by citing appropriate procedures and methods for program evaluation.

Resources

Required and elective readings.

Classroom discussion and activities.

School-based evaluation.

Activities

Familiarize yourself with several different methods of evaluation. In a small group, present these methods and give examples of how they might be utilized in a school setting.

List the series of activities usually involved in the evaluation process.

With another member of the class, select an aspect of a guidance program to evaluate. Visit a school and ascertain any information you would need to conduct the evaluation. Describe step-by-step the procedures and resources you would use to conduct the evaluation. Have this approved by the appropriate school personnel and then collect your data.

In a simulated advisory committee meeting, present your evaluation data and any recommendations you have for making changes in the program.

Evaluation

Submit evaluation materials to instructor. Competency based on your ability to delineate procedures and resources and make appropriate recommendations.

Achieve satisfactory instructor and peer evaluations on your presentation of evaluation data

PRACTICUM IN SCHOOL COUNSELING

GOAL STATEMENT

The practicum in school counseling is a field-based experience designed to supplement in-class learnings with practical applications.

ENABLING OBJECTIVE I

Student will demonstrate knowledge of the organizational structure of the host school and its goals and expectations for student interns.

Activities

Arrange for an orientation meeting at the host school to familiarize yourself with the building, programs and staff, and ascertain expectations for interns.

Write up a list of your goals and objectives for your practicum, focusing on skills you would like to strengthen.

Discuss goals and expectations in detail with your cooperating counselor and practicum supervisor.

Establish a schedule of on-site visits, individual consultations and group seminars with your practicum supervisor.

Evaluation

Prepare a contract delineating your goals and objectives, your cooperating counselor and practicum supervisor's expectations for the practicum. This contract should be read and signed by each of you and re-evaluated at the end of the practicum. Copies of the contract must be submitted to both your cooperating counselor and practicum supervisor by the end of the first week of the practicum.

ENABLING OBJECTIVE 2

Student will demonstrate appropriate use of counseling procedures to maintain a helpful counseling relationship.

Activities

Maintain a counseling relationship with two students for at least four sessions each. Obtain permission to tape (either audio or video) sessions. After your first session with each student, make a list of your goals for the four sessions and a checklist of skills you hope to demonstrate.

View the tapes with your practicum supervisor, critiquing your performance and effectiveness and obtaining feedback. Discuss alternative ways to work with these students.

Evaluation

The practicum seminar will offer you an opportunity to exchange ideas, experiences and information with your peers. You will also give and receive feedback from your peers on your experiences in the field. To complete this course, you must receive satisfactory evaluation on this objective from your practicum supervisor and peers.

ENABLING OBJECTIVE 3

Student will demonstrate appropriate use of career counseling techniques to groups in a school setting.

Activities

Facilitate at least three career counseling sessions and arrange to have them videotaped (obtaining approval first).

View the tapes with both your cooperating counselor and practicum supervisor, critiquing your performance and effectiveness and obtaining feedback. Discuss alternative ways you could have worked with these students.

Participate in seminar discussions about counselor behaviors that facilitate a participatory and non-threatening climate in groups.

Evaluation

To receive credit for completion of this objective, you must receive satisfactory evaluation of your tapes from both your cooperating counselor and practicum supervisor. Competency based upon your ability to demonstrate behaviors that facilitate group growth and encourage members to participate.

ENABLING OBJECTIVE 4

Student will demonstrate the ability to select, administer and interpret standardized tests in the school setting.

Activities

Arrange to have a student seeking career counseling assigned to you for testing. Meet with the student to discuss his/her desire and/or need for career counseling. With the assistance of your cooperating counselor, decide which three tests would best meet the student's needs. Administer the tests and interpret the results to the student. Write a case report and submit to your practicum supervisor.

Plan a program to work with the student over the course of another 4 sessions. Discuss plan with your cooperating counselor. Write up your plan including objectives, activities, and method of evaluation. Present the plan in seminar and obtain feedback from your supervisor and peers.

Evaluation

To receive credit for completion of this objective, you must achieve a satisfactory evaluation of your case report and overall progam plan from your cooperating counselor and practicum supervisor.

ENABLING OBJECTIVE 5

Student will conduct career planning consultation with parents and articulate the stages in the process utilized.

Activities

After consultation with your on-site superivsor, arrange for a conference with the parent(s) of the student you've been career counseling.

Review your case report and notes, previous course materials and other informative resources.

Write up an outline of the system you will use in the session.

Obtain necessary approvals and arrange to tape (either audio or video) the session. Review the tape with your on-site and practicum supervisors, explaining the system you utilized in the consultation process.

Evaluation

You must achieve satisfactory evaluation from your on-site and practicum supervisors on the session and your ability to articulate your process.

ENABLING OBJECTIVE 6

Student will identify personal strengths and weaknesses and devise plans for strengthening skills.

Activities

Review the goals and objectives you set up for yourself in your practicum contract.

Review your practicum experiences in detail, including all written materials.

Review course materials related to evaluation.

Assess whether and how well you have reached your goals, citing examples for your practicum experience.

Identify and evaluate your strengths and weaknesses. Devise a plan for strengthening your weak areas.

Write a paper encompassing all of the above.

Evaluation

Achieve a satisfactory evaluation of your paper from your practicum supervisor.